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ABSTRACT

In this lesson plan students examine the concepts of immigrant and refugee, identifying the similarities and differences in the two concepts and exploring the stories of refugees and the people and organizations that help them. The lesson outlines knowledge objectives for students in grades 2-3 and presents additional objectives for students in grades 4-6. It lists skill objectives, attitudinal objectives, materials needed, and complementary resources. The lesson plan provides a sample step-by-step lesson, outlining objective, procedures, and assessment method and showing how the lesson can be developed, expanded, and applied. (BT)

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Immigrants and Refugees: An Introduction to the Meaning and Means for Justice

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Immigrants and Refugees: An Introduction to the Meaning and Means for Justice

Rationale:

The ancestors of most Americans are immigrants. Throughout US history many of those immigrants were refugees although refugees make up a greater percent of the immigrants who have come since the end of WWII. Many other nations have populations that also include numbers of refugees, or they are nations who were or are temporarily hosts to refugees. Thus, concern for refugees is a global problem. It is also a problem that can be traced throughout history and sadly, one that may remain a problem. As a nation that promotes democracy and encourages other nations to become democratic, it is just as important for American children to learn about refugees as to learn about immigrants. Perhaps it is even more important to be concerned with refugees because at the root of their moving is the lack of justice a key value in American Democracy.

Refugees are people who flee their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of particular social group. A refugee either cannot return home, or is afraid to do so.

In this study students will examine the concepts of immigrant and refugee identifying the similarities and differences in the two concepts. Students examine the stories of refugees and the people and organizations that seek to help them. Students will identify reasons why the US admits refugees to become citizens and why refugee people might want to come to the US. They also identify other nations and organizations who help refugees. They identify the problems in nations from which people flee. Students offer suggestions of what they and the US might do to reduce the possibilities of large numbers of refugees fleeing in the future.

Picture books and shorter children' books may be used in conjunction with this lesson or such books might be placed in a learning center for supplemental reading. Or the lesson might be used in conjunction with the reading of a chapter book or biography that details the experiences of a refugee of someone who was a refugee at one time and moved to a new nations. Since many immigrants to America also have been refugees the book choices are numerous. For the lower grades the lesson is designed to serve as an introduction to the meaning of immigrant and refugee. For older, more advanced students, those with a particularly strong interest in the subject, or classes in areas where large numbers of refugees are located, the lesson provides for research into related questions associated with refugees in the world today.

Knowledge Objectives for students in grades 2-3:

1. Students define the concepts of immigrant and refugee identifying the similarities and differences between the two concepts.
2. Students identify some groups of people who have immigrated to the US who were refugees.
3. Students compare the stories of the immigrant experiences in coming to the US with those of refugees who came to the US.
4. Students explain why people might want to move to the US today.
5. Students identify a person in their family or community who is an immigrant and explain if they were also a refugee.

Additional objectives for students in grades 4-6.

5. Students locate on a map nations from which refugees come and nations to which they go.
6 Students will describes changes in the pattern of nations from which immigrants to the US have come.
7. Students define the concept of justice as providing fair treatment to all citizens to assure that they have their needs and wants fulfilled free from fear for their safety and the lives of their loved ones.
8. Students explain why justice is an important value for people in a democracy to support.
9. Students tell what actions people do that show they believe in "justice for all."

Skill objectives:

1. Students gather data from primary sources.
2. Students organize data into charts and maps.
3. Students express ideas in writing and drama.

Attitudinal objectives:

1. Students express their views toward justice.
2. Students identify what they consider just behavior from unjust behavior.
3. Students express the desire to help people who are refugees to return home or settle in a new location where they will find justice.
4. Students express empathy and respect for refugees.
4. Students behave in ways that illustrate support justice for "justice for all."

Materials:

Pictures of immigrants and refugees,
Stories of immigrant and refugee experiences
Charts and maps of the geographical distribution of refugees and US immigrants
Copies of Venn diagrams
Outline map of the world
Sources of these materials are from the Internet and children's books listed below.

Resources:

Books:

Beckler, Rosemary. (1996). Sweet Dried Apples: A Vietnamese Wartime Childhood. Boston: Houghton Mifflin Company.

Cha, Dia. (1996). Dia's Story Cloth. New York: Lee and Low Books, Inc.

Filipovic, Zlata. (1994). Zlata's Diary: A Child's Life in Sarajevo. New York: Penguin Books.

Whelan, Gloria. (1992). Goodbye, Vietnam. New York: Bullseye Book.

Websites:

<<< http://www.lwr.org/action/news/030300.html>>>
Lutheran World Relief news release

http://www.unicefusa.org/alert/index.html
Web site that alerts to the needs of refugees.

http://www.thehistorynet.com/Vietnam/articles/1999/0499_text.ht
Story of priest who worked in Thailand with refuges.

http://www.thehistorynet.com/Vietnam/articles/1997/08973_text.htm
Story of Vietnamese who came to the US after the war and his journey.

http://www.history.ohio-state.edu/projects/Immigration/CharacterofImmigration/
essay and pictures on the changing character of immigration

http://www.history.ohio-state.edu/projects/Immigration/AmericansintheRaw/
Pictures of immigrants in America and the statistics of where they are and when.

http://www.i-channel.com/features/ellis/process.html
Arrival of immigrant at Ellis Island and their experiences there.

http://www.archq.org/index.shtml
American Refugee committee International works to improve the health and survival of refugees throughout the world. Read about their work here.

http://www.reliefweb.int/w/rwb.nsf
Site tells what relief is being provided to refugees from

http://www.interaction.org/refugee/refugees.html

http://www.ins.usdoj.gov/graphics/aboutins/statistics/299.htm

http://www.refugees.org/world/statistics/wrs00_table5.htm

http://www.refugees.org/world/country_info.htm
Maps of world

http://www.un.org/Pubs/CyberSchoolBus/briefing/refugees/index.htm
UN cyberSchool Bus paper on refugees

Sources pictures and stories
http://www.un.org/Pubs/CyberSchoolBus/briefing/refugees/index.htm
Through the activities button

http://www.refugees.org/field/gallery/intro.htm
photographs of refugees.

Statistics on the numbers of refugees and the nations from which they have come

http://www.refugees.org/world/worldmain.htm
http://www.refugees.org/world/statistics/wrs00_table_asylum2.htm
http://www.refugees.org/world/statistics/wrs00_table_refugee.htm

Objective	Procedures	Assessment
	Exploratory Introduction	
Students identify characteristics of people in pictures.	Show children pictures (obtained from Internet or books) of immigrants and of refugees. Ask: what are the things that you notice about the people in these pictures? Compare pictures: Count number of young people, old people, men, women. "Where are these people? What kind of expressions do they on their faces? Is this a happy picture or a sad picture? Why?"	Students attend to pictures identify mood of picture and details about people. Notice some are happy and others not. Give logical reasons.
Students select a person in one picture to befriend and suggest things they might do for the friend.	Have students imagine that they could become a part of the picture and select a person in the pictures that they might like for their friend and tell why. Tell students that some of these people are called immigrants and some are called refugees. Ask: "What do you think that you might do for your friend in the picture?" Conclude that immigrants and refugees might both need help. Ask: "Whom do you think actually provides help for these	Students express things to do that match needs of people identified.

	people?" Tell the students which are pictures of immigrants and which are of refugees group the pictures together. "Raise your hand if you selected for a friend an immigrant (count) a refugee (count).	
	Lesson Development	
Given the pictures, students complete a venn diagram on the characteristics of the immigrant and refugee. Students write a definition of immigrant and refugee based on their observations. Students check their definition of immigrant against that in the textbook or dictionary.	Using these pictures we are going to see if we can determine how to describe an immigrant and refugee and tell them apart. Display a large venn diagram. Explain three sections (immigrant, refugee, both) Ask: "What do you notice about the people in the pictures?" "In which part of the diagram should I write your idea?" Review the characteristics in each section. Count to see which is the longest list. Conclude that both groups have lots of common characteristics and a few unique characteristics. Write a class definition of each term (refugee and immigrant) based upon children's ideas. Give children a standard definition of immigrant: A person who leaves the country of their birth and moves to another country to live and become a citizen there. Present examples of immigrants from textbook and ask students to add examples. Ask: Is anyone you personally know an immigrant? Explain that most Americans have, in their family tree at least one immigrant relative. Send home a note to see if their parent, or a neighbor, can identify an immigrant in their family and the nation from which the immigrant came. Bring to class tomorrow.	Students give observations of characteristics and categorize them. Students offer ideas for the definition. Students attend to reading, offer correct suggestions of other immigrants. Students complete assignment.

Students tell about immigrants and locate their homelands on a world map.	Review the definition of Immigrant. Students share their answers from homework. Provide each student a sticker to place on the map in the nation from which their immigrant came.	Students place markers in nations.
Students describe the pattern of immigrant homelands on their map.	Count and classify by region of the world the stickers on the map. Ask: "Using the data on our map name nations and areas from which most immigrants came?" "From which areas of the world did only a few (and none) of our immigrants come?" Ask: "Do you think a map prepared in all classes would look similar to our? Why or why not?"	Students name countries and regions correctly. Students offer logical reasons.
Given the pie graph students read and interpret the graph and compare it with the map they made.	Share with the students the pie graph titled Origins of US Immigrants arriving in 1992. Compare the regions with the most immigrants to the regions on class map. <<<http://www.sru.edu/depts/artsco/ges/d-3-26.htm>>>	Students note differences and similarities correctly.
Students predict why people leave their homeland.	Explain that immigrants at different time in history tended to come from one or two areas of the world. Something acts to push lots of people to leave. Ask: "What events might encourage lots of people leave their homes about the same time?" (Irish because of potato famine, others because of wars) Remember that when we started the lesson we looked at two groups of people. One we called immigrants what did we call the other group?	Students attend to discussion, contribute appropriately.
Students review their definition of refugee and immigrant.	Read the definition the students wrote describing refugees. "What did we say that as their friends we might do for them?"	Students recall definitions correctly or attend to the written definition with understanding.

Students gather information about what happened to refugees from readings and pictures.	Show pictures drawn by refugee children. These show what the children remember happening to them. <<<http://www.unhcr.ch/teach/tchart /9-11up.htm>>> open the individual pictures named on lesson 3-4 under additional sources of refugee children's artwork. The cloth in the book Dia's Story Cloth also shows similar events. Compare these art works to help answer the question: What are some of the things that happen to refugees? Ask: What do these pictures tell you about the differences between an immigrant and a refugee? Why do you think the children show walking? Did the pictures of the immigrants emphasize walking?" The UN provides an official definition of refugees. Read it to the students. Refugees are people who flee their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of particular social group. A refugee either cannot return home, or is afraid to do so. Ask: "Immigrants and refugees both leave the land where they were born and often move to and live the rest of their lives in another nation. What is the one big difference between a refugee and an immigrant?" View: What is it like to be a refugee? at <<<http://www.unhcr.ch/images/images.htm>>>	Students attend to pictures and stories. Students answer correctly. Say refugees leave in a hurry and often walk. Say fear pushes the refugee to leave and they can't go back.
Students gather information from pictures about refugees' lives.	Ask: "What did you learn from these pictures?" Show again selected pictures. Ask What feelings do you think people in the picture have?"	Students identify facts and express their attitudes toward the conditions.
	Expansion/ application	
	Review the similarities and important	Reply the people leave for fear of

	difference between an immigrant and refugee.	their safety and cannot go back.
Students select facts from stories by refugees that illustrate the dangers to the people.	Read one or two short stories of refugees. After the story(ies) Ask: "What are some words that describe the situations in the home lands of the refugees?" "If you had personally experienced the events in these stories, do you think you would fear returning to your homeland?" "Who among you thinks you would wonder if you could ever have a comfortable home and family life again? raise your hand"	Students offer their honest views.
Students identify conditions they desire in a nation and embrace the idea of justice as equal treatment of people and liberty as making own choices.	"What do you think should be the conditions in a nation for the people who live there?" When you say the pledge to the flag, the last phrase is "with liberty and justice for all." "What actions are necessary for people to have liberty and justice?" Pictures and stories of refugees available on the Internet at <http://www.un.org/Pubs/CyberSchoolBus/briefing/refugees/index.htm (enter through the activities button) Possible books for reading are listed in bibliography.	Students say people get along peacefully, government helps all, equal treatment for all, being able to make your own decisions.
Students identify actions that help refugees.	Closure for young children Read the article from the November 7, 2000 Christian Science Monitor "'Lost Boys' of Sudan find new life in America" at	Students provide logical replies.
Students express their beliefs about how refugees will behave in their new nation.	<<<http://www.csmonitor,com/durable/2000/11/70/p1s3.htm>>> or another story similar to this one. Ask students what actions have people and governments taken to provide these young boys an opportunity to have a life with justice?" "Do you think these boys will want to become good citizens of the US? Why or why not?"	Students indicate that refugees can become good citizens. Indicate others have become good citizens.
Students identify additional questions that	Older students proceed on and perform	

they have about refugees.	research to learn more about refugees in the past, on the conditions of refugees in the world today, and the efforts of people to provide for refugees by helping them return home or move to another nation. Ask the students if they have some unanswered questions about refugees? List answers. If need prompt students by asking: "How do you think that you personally might help refugees who have experienced situation similar to what we have studied about? What information would you need to be able to do these things?"	Students ask questions about refugees today and in the past
Students select research questions.	Present a list of student questions and the following questions for research. Divide students into small groups to research one question. Share ideas of where to find the answers to the questions. Review procedures for group work and research. 1. Are their refugees today who need help? 2. When and where have their been refugees fleeing in the past? 3. People in which particular careers might work with refugees? 4. How could groups or organizations of people help refugees? 5. How do governments work to help refugees or to reduce the number of people who become refugees? 6. Are there some famous people who were refugees?	Students perform research using documents and readings provided by teacher and from library and Internet. Students cooperate with group members. Students produce projects that are factually correct and creatively presented using good communication skills.
Students use group work and research skills to create a project of their choice to inform classmates about refugees.	Teachers provide copies of materials obtained from the Internet, books, magazine, newspaper articles, and reports from organizations such as CARE and the UN for their resources. Website addresses in materials. Create a WebQuest that has small groups research the questions on the Internet is another strategy.	

	Students share their new knowledge in a presentation of their choice. Provide closure of the student presentations by asking: "If you learned something new about refugees from your classmates raise your hand?" Call on several students to tell something their found interesting in the reports. Ask: "Because the US says our nations believes in "justice for all" does our nation have an obligation to act in particular way toward other nations and other people?" "What would these behaviors be?" Follow through with suggestions perhaps raising money for an organization or writing letters or sending school supplies If possible have a local person who has worked with refugees or was a refugee visit the class and be interviewed by the class. Have students create a list of questions to ask and provide these to the speaker in advance. Have each student write a thank you note to the speaker for coming and tell the person something that they learned about refugees that they think everyone should know	Students attend to presentation of classmates, asking appropriate questions. Students comments indicate they have learned new information and can select important ideas and make conclusion based on the information. Students suggest a service project. Students attend to presenter and write correct thank you notes.